

SOUTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: UNDERSTANDING NEUROBIOLOGY THROUGH THE STUDY OF ADDICTION

THE BRAIN: UNDERSTANDING NEUROBIOLOGY THROUGH THE STUDY OF ADDICTION		
South Carolina Science Academic Standards – Biology		
Lesson	Standard	Indicator
2, 3, 4	B-1.1	Generate hypotheses based on credible, accurate, and relevant sources of scientific information.
2, 3	B-1.2	Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
2, 3	B-1.3	Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
2, 3	B-1.4	Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
1, 2, 3, 4	B-1.5	Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.
2, 3, 4	B-1.6	Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
2, 3	B-1.9	Use appropriate safety procedures when conducting investigations.
2, 3, 4	B-2.8	Explain the factors that affect the rates of biochemical reactions (including pH, temperature, and the role of enzymes as catalysts).
South Carolina Mathematics Academic Standards – Grades 9 - 12		
Number and Operations		
Lesson	Standard	Expectation
3	II.A.1	Recognize and justify the relationship between the magnitude of a number and the application of specific arithmetic operations.
3, 4	III.A.1	Given a problem situation, determine whether to use a rough estimate, an approximation, or an exact answer. Select a suitable method of computing from techniques such as the use of mental mathematics, paper and pencil computations, calculators, and computers.
3, 4	III.B.1	Explain why a solution is mathematically reasonable using supporting data.
Algebra		
2, 3, 4	I.B.1	Gather and record data, or use data sets, to determine functional (systematic) relationships between

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		quantities.
3, 4	I.B.3	Interpret situations in terms of given graphs and create situations that fit given graphs.
2, 3, 4	III.C.1	Verify and explain the conclusion based on the data and the processes used.
Data Analysis and Probability		
3, 4	I.A.1	Distinguish among surveys, observational studies, and controlled experiments and evaluate the quality of each.
3, 4	I.A.2	Evaluate the legitimacy of conclusions about the population based on the sample(s) studied.
3, 4	I.B.1	Identify two or more experimental treatments (or conditions) to be compared and the sources of variation to be controlled.
3, 4	I.B.2	Compare the responses of a group that gets treatment with those of a control group that does not.
3, 4	I.B.3	Given a problem situation, describe the basic principles of experimental design (control, randomization, and replication).
3, 4	I.B.4	Given a problem situation, evaluate whether conclusions drawn are based on randomization and control.
3, 4	I.C.2	Given a problem situation, distinguish between independent/explanatory and dependent/response variables.
3, 4	I.D.1	Represent, display, and interpret data using scatterplots, bar graphs, stem-and-leaf plots, and box-and-whiskers diagrams including representations on graphing calculators and computers.
3, 4	III.C.2	Given a published report based on data, interpret the results.
South Carolina Language Arts Academic Standards – English I & 2		
Lesson	Standard	Indicator
All lessons	E1-R1.2 E2-R1.2	Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
All lessons	E1-R1.8 E2-R1.8	Demonstrate the ability to draw conclusions and make inferences.
1, 2, 3, 4	E1-R3.2 E2-R3.2	Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.
All lessons	E1-W1.3 E2-W1.3	Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.

SOUTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: UNDERSTANDING NEUROBIOLOGY THROUGH THE STUDY OF ADDICTION

2, 3, 4, 5	E1-W1.6.1 E2-W1.6.1	Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
All lessons	E1-W2.1 E2-W2.1	Demonstrate the ability to use writing to explain and inform.
3, 4	E1-W2.2 E2-W2.2	Demonstrate the ability to use writing to learn, entertain, and describe.
All lessons	E1-W3.1 E2-W3.1	Demonstrate the ability to respond to texts both orally and in writing.
All lessons	E1-W3.3 E2-W3.3	Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.
All lessons	E1-W4.1 E2-W4.1	Demonstrate the ability to write legibly using print or cursive handwriting.
All lessons	E1-C1.7 E2-C1.7	Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.
1, 2, 3, 4	E1-C1.12 E2-C1.12	Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.
1, 2, 3, 5	E1-C2.3 E2-C2.3	Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
1, 2, 3, 5	E1-C3.1 E2-C3.1	Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for a particular audience.
1, 2, 3, 5	E1-C3.4 E2-C3.4	Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
1, 2, 3, 5	E1-C3.8 E2-C3.8	Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.
1, 2, 3, 4	E1-RS1.1 E2-RS1.1	Demonstrate the ability to ask questions to guide his or her research inquiry.
All lessons	E1-RS1.2 E2-RS1.2	Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.
All lessons	E1-RS3.1 E2-RS3.1	Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.

SOUTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: UNDERSTANDING NEUROBIOLOGY THROUGH THE STUDY OF ADDICTION

South Carolina Health Lifetime Wellness Standards – Grades 9 - 12		
Lesson	Standard	Indicator
3, 4, 5	I.1.a	Evaluate risk relationships between healthy lifestyle behaviors and disease prevention.
4, 5	I.1.b	Analyze strategies for detection and treatment of communicable and chronic diseases.
3, 4	I.1.c	Evaluate the risks and benefits of personal health practices.
3, 4	I.2.a	Evaluate the validity of health information, products, and services from community agency, technology (Internet), and mass media sources.
3, 4, 5	I.2.b	Evaluate factors that influence personal selection of health products and services.
5	I.3.c	Develop a plan for using health resources for the prevention of and intervention in various diseases.
5	I.4.b	Describe how public health policies and government regulations influence health promotion and disease prevention.
3, 4, 5	I.4.c	Analyze how research, technology, and medical advances influence the prevention and control of health problems.
3, 4, 5	I.5.c	Demonstrate effective verbal and nonverbal communication skills to enhance health.
3, 4, 5	I.6.a	Demonstrate the ability to use various strategies when making decisions related to health needs.
4	I.6.b	Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
3, 5	I.7.b	Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.
2, 3	III.1.a	Describe brain physiology and its relation to mental health and emotional control.
3	III.2.a	Evaluate the validity of mental health information from a variety of sources, including the Internet.
4, 5	III.4.a	Analyze how individual and family beliefs influence feelings, health behavior, relationships, and character development.
3, 4, 5	III.6.a	Analyze the short- and long-term consequences of risk decisions on emotional and social health.
3, 4, 5	III.6.d	Demonstrate the ability to apply a decision-making process to health issues and problems, both individually and collaboratively.
3, 4, 5	III.7.a	Demonstrate the ability to influence and support others in making positive health choices.
3, 4, 5	IV.1.b	Analyze the short- and long-term results of safe, risky, and harmful behaviors.

SOUTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: UNDERSTANDING NEUROBIOLOGY THROUGH THE STUDY OF ADDICTION

3, 4, 5	VI.1.a	Evaluate the long- and short-term effects of ATOD use on health, behavior, appearance, and the ability to contribute to society.
4, 5	VI.1.b	Analyze the cycle of addiction as it relates to individuals and families.
4, 5	VI.1.c	Describe the impact of ATOD use/abuse on the individual, family, and society.
3, 4, 5	VI.2.c	Evaluate information sources related to ATOD.
4	VI.3.a	Analyze personal risks related to ATOD use, misuse, and addiction.
4, 5	VI.3.b	Demonstrate strategies to avoid and reduce the risks in ATOD use.
4, 5	VI.6.b	Apply decision-making strategies to ATOD issues.
4, 5	VI.6.c	Develop a lifelong health plan that addresses use and nonuse of ATOD, including medications.